

Standards and Indicators: Criteria for an Assessment of Pedagogy

Description of Achievement Levels:

- 0 (pre-preparation) No awareness or exposure
- 1 (awareness) The ability to describe, not yet applied
- 2 (basic) Minimal achievement, appropriate to situations
- 3 (proficient) Consistent, appropriate application, solid performance
- 4 (advanced) Super performance, consistently applied at all appropriate times

7. An ability to use information age learning and technology operations and concepts to enhance personal/professional productivity, including the understanding and ability to:

7.a Demonstrate an understanding of and continued growth in information age learning and technology operations and concepts;

LEVEL 3: Proficient

- Demonstrates knowledge, skills, and understanding of concepts and learning related to information age learning processes and techniques, including individualizing instruction, student-centered learning, interdisciplinary instruction, grouping by mastery and maturity, engaging and authentic learning, use of rich multi-media and interactive content, virtual and long distance learning, and instructional practices enhanced by evidence of learning from student work.
- Demonstrates continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.

7.b. Plan and design effective technology enhanced learning environments and experiences aligned with the State Board's policy on learning expectations for Michigan students and the Michigan Curriculum Framework for all students;

LEVEL 3: Proficient

- Designs developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies and provide access to curriculum to support the diverse needs of learners.
- Applies current research on teaching and learning with technology.
- Applies Michigan technology standards and benchmarks when planning learning environments and experiences.
- Identifies and locates technology resources and evaluates them for accuracy, effectiveness, and appropriateness.
- Plans for the management of technology resources within the context of learning activities.
- Plans strategies to manage student learning in a technology-enhanced environment, including strategies designed to determine, assess, and meet the needs of each student.

7.c. Implement curriculum plans that include technology-enhanced methods and strategies to maximize student learning;

LEVEL 2: Basic

- Facilitates technology-enhanced experiences that improve educational outcomes and are aligned to the State Board's policy on learning expectations for Michigan students and to the Michigan Curriculum Framework.
- Uses technology to support learner-centered strategies that address the diverse and individual needs of all students.
- Applies technology to develop students' higher order skills (learning, critical thinking, problem-solving, self-directed and collaborative learning, creation of knowledge, inquiry, authentic based learning, data collection, information analysis and management, communications) and creativity.
- Manages student learning in a technology-enhanced environment.

7.d. Apply technology to facilitate a variety of effective assessment and evaluation strategies;

LEVEL 2: Basic

- Applies technology in assessing and evaluating student achievement as it relates to the State Board's policy on learning expectations for Michigan students and student learning of subject matter as aligned with the Michigan Curriculum Framework, using a variety of assessment techniques.
- Uses technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.
- Understands the uses of technology to assess the proficiencies, strengths, and challenges of each student, recognizing individual and diverse needs.
- Applies multiple methods of assessment and evaluation to determine students' appropriate uses of technology resources for learning, communication, and productivity.

7.e. Use technology to enhance professional development, practice, and productivity; and

LEVEL 3: Proficient

- Uses technology resources to engage in ongoing professional development and lifelong learning.
- Continually evaluates and reflects on professional practice to make informed decisions regarding the use of technology in support of student learning.
- Applies technology to increase productivity in planning, teaching, and management.
- Uses technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning.

7.f. Understand the equity, ethical, legal, social, physical, and psychological issues surrounding the use of technology in P-12 schools and apply that understanding in practice.

LEVEL 3: Proficient

- Models and teaches legal and ethical practice related to technology use.
- Applies technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.
- Identifies and uses technology resources that affirm diversity.
- Promotes safe and healthy use of technology resources.
- Facilitates equitable access to technology resources for all students.